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ABSTRACT

A project was conducted at the Northwest Adult Basic and Literacy Education (ABLE) Resource Center in northwest Ohio to establish workplace education indicators of program quality with specific measures and standards. Research was conducted through a survey of other states to determine their status in the development of workplace education-specific indicators, measures, and standards. Through analysis of survey results, specific workplace education measures and standards were developed for each of Ohio's eight Indicators of Program Quality. The project also recommended a variety of assessment instruments from which workplace programs could choose and a list of workplace education-specific instructor qualities and competencies. A program evaluation packet of supplemental workplace education review materials based on the state supervisors' general program review packet currently in use was developed, and training activities to be implemented in fiscal year 1999 were recommended. (The materials developed through the program are included in this report.) (KC)

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ED 423 424

Northwest ABLE Resource Center

Owens Community College

Workplace Education Indicators Project

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Scope of Work—Final Report
September 1998

CE077216

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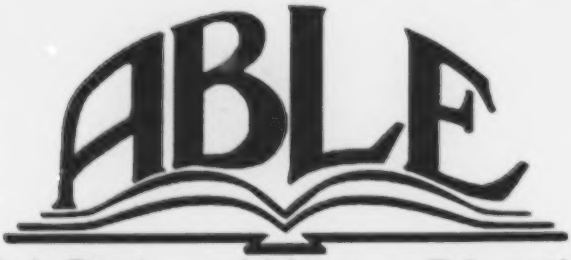
This project was supported by the United States Department of Education and the Ohio Department of Education with funds provided under Section 353 of the Adult Education Act, P.L. 100-297 as amended. The opinions expressed herein do not necessarily reflect the position or policy of the United States Department of Education or the Ohio Department of Education, and no official endorsement by these offices should be inferred.

This report was prepared by Diane Ninke and Linda Weeks and the Workplace Education Indicators Project Team.



Adult Basic and Literacy Education

The enclosed **DRAFT** Workplace Education Manual covers the activity of the Northwest ABLE Resource Center's Scope of Work for the Workplace Education Indicators Project.

Included in the Manual:

- Scope of Work
- List of Team members
- Definitions used within the manual
- Surveys and results
  - Ohio
  - National
- Program Profile
- Director/Coordinator Profile
- Instructor Profiles
- Training Model
- Assessment Grid and Publishers
- Indicators of Program Quality with recommended revisions highlighted
- Workplace Education Program Site Review

Committee members: Jody Angelone, Andrea Bell, Nancy Catron, Janet French, Cathy Gerber,Jeff Gove, Roxann Hutchison, Deena Kaufman, Ann Kriegel, Cathy Mikula, Diane Ninke, Linda Stacy, Linda Weeks, and Cindy Zengler

Workplace Education Indicators Project

Scope of Work
Northwest ABLE Resource Center

The Ohio Department of Education, Adult Basic and Literacy Education, has given the Northwest ABLE Resource Center the Workplace Education Indicators Project. This manual is a product of the research and efforts of the project team listed below.

Goal: To establish workplace education indicators of program quality with specific measures and standards.

Objective: Provide more tools for workplace education programs, or those ABLE programs which also provide workplace education, with which to conduct formative and summative program evaluations.

Activities: The Northwest ABLE Resource Center established a team of ABLE directors, business and industry representatives, ODE, and RC representatives to address the goal and objective of the project. This team met several times throughout fiscal year 1998 and has produced the following DRAFT pieces for the Workplace Education Manual. Included in the Manual are the specific priorities set by the Ohio Department of Education ABLE office and others determined by the Team.

Workplace Education Indicators Project

Outcomes:

1. **Research other states to determine their status in the development of workplace education-specific indicators, measures, and standards.**

   - See attached Survey results.

2. **Develop and recommend specific workplace education measures and standards for each of Ohio's 8 Indicators of Program Quality as relevant.**

   - See attached Draft Indicators of Program Quality.

3. **Recommend a cadre of assessments from which workplace programs could choose.**

   - See attached Assessment Grid.

4. **Recommend workplace education-specific instructor qualities and competencies.**

   - See attached list.

5. **Develop a suggested program evaluation packet of supplemental workplace education review materials based on the state supervisors' general program review packet currently in use.**

   - See attached.

6. **Recommend training activities to be implemented in FY 1999.**

   - Addressed in Resource Center Grant 99.

Products:

1. **A Workplace Education manual including the following components:**

    - Indicators of Program Quality including the Workplace Education specific measures and standards.
        - The recommendations for the Indicators of Program Quality will be included in the manual after approval from the Ohio Department of Education-ABLE.
    - List of recommended assessments.
        - This list will be produced following committee approval.
    - A list and description of suggested workplace education teacher qualities and competencies.
        - This list is attached.
    - The Workplace Education-specific program review packet supplement.
        - Attached.

Required Strategies:

- Utilize the E-Team-developed Workplace Taskforce.
    - All members of the former taskforce were invited to participate in this project.
- Communicate and collaborate with the Resource Center network and the OSU Team.
    - Progress, questions, and concerns are shared at the monthly meetings of the ABLE Network.

Northwest ABLE Resource Center
Workplace Education Indicators Project
Committee Members F.Y. 1998

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Workplace Education

Education services offered in collaboration with business, industry, government, and/or labor.

Workplace Project Definitions

Skill	=	Situational-specific behavior (Not provided in this listing)
Competency	=	Set of broad-based skills (Sets of skills as mentioned) (Can be taught)
Attribute	=	Natural trait (Cannot be taught)

Workforce Education Indicators Project

Northwest ABLE Resource Center

Name:_____ Title:_____

Program:_____

Do you offer workplace literacy in partnership with business and industry?

45 yes 44 no 3 Blank

If no, please answer questions #7 and # 8 and then return the survey. Thank you for your assistance.

If yes, please complete the survey below. Thank you for your assistance.

1. Classes are offered: 20 at work site 4 off work site 20 both

2. My program is part of: 13 an LEA 9 an LEA/JVS 4 a CBO
   3 a higher education institution
   16 a vocational education full service center

3. Please check all of the terms listed below which describe your workplace literacy services.
   41 customized to employer/employee needs
   45 ABLE/GED
   24 ESL
   24 workforce readiness
   10 other 3--computer basics, 2--family literacy, 1--assessment, 1--information/orientation sessions, 1--lunch & learn sessions, 1--basic literacy, 1--personal development

4. Please check all of the following services which your ABLE workplace literacy program offers, or has offered, to business and industry, including those services offered to adults not reported in your ABLE APR:

7 Advanced Computers	9 Blueprint Reading
18 Money Management	27 Shop Math
30 Problem Solving	10 Pre-Apprenticeship
18 Business Writing	20 Resume Writing
10 Creative Writing	19 Telephone Skills
8 Languages	13 Customer Service
11 Internet Training	18 Time Management
26 Study Skills	26 Computer Basics
26 Job Skills	30 Goal Setting

13 Other 3--communication skills, 2--job interviewing, 2--financial planning, 2--reading for comprehension, 2--personal skills, 1 for each of the following: health/nutrition, tips for buying a computer, calculator usage, employer's needs, filling job applications, conflict resolution, personal skills, math refresher, technical college classes, German language, metric system, career assessment, workplace vocab.,

data analysis & probability, learning styles, life skills, teamwork, ISO, SPC, LPN, CDL, remediation in basic skills, stress management, parenting.

5. Please check all assessment instruments that you have used for workplace literacy. Also, check if the test is correlated to grade level equivalents (if known).

Use	Assessment	Correlated
44	TABE	30
2	DAT	___
___	GATB	___
1	Bennett	___
2	Wonderlic	1
5	ABLE	3
6	WorkKeys	3
2	OCAPS	___
6	COPS	1
5	COPES	1
___	SAGE	___
1	AMES	___
___	PLATO	___
1	APTICOM	___
1	CCC	___
1	Drake	___
14	Other	

3--instructor created tests, 3--computer training tests, 2--WRAT, 2--ESL Real Life Placement (Steck-Vaughn), 1 each of the following: customize to workplace needs, Flannigan Industrial Tests, Base, customized writing samples for technical writing, San Diego Assessment, SORT & CASAS, practice GED, Temperament Factor Assessment--PESCO, AWA-Assessment of Work Attitudes, Enright Math Assessment.

6. What other alternative, non standardized assessments have you used? (please describe)
9--teacher designed assessments, 4--pretests/post tests/portfolio assessment, 4--math, English, Reading inventories, 4--writing samples, 2--Ashtabula Math Assessment, 2--home-made ESL assessment of communication skills, 2--instructor designed pre and post tests for software, 1 of each of the following: SCANS & Equipped for the Future, math SRA,

Industrial Reading Test, Pesco Learning Styles Inventory, Skill Inventory, API, CAPS, student-centered goals, teacher interview, professor-produced to measure readiness for college programs, contact worksites to develop people (we do not believe employers care about grade equivalents).

7. In your opinion, what skills, abilities, and/or attributes do those delivering workplace literacy need to possess to effectively deliver workplace literacy services?

Personal Attributes: 18--flexibility, 5--genuine, 4--non-threatening, 4--listening skills, 6--professional attitude or appearance, 5--empathetic, 5--organized, 3--resourceful, 3--patience, 2--enthusiasm, 1--prompt.

Skills/Abilities: 27--understanding of workplace needs/operations, 16--knowledge of needs of particular employers/employees that are job related, 5--integration of skills to work, 3--technical vocabulary of a particular workplace, 1--union information regarding assessment.

12--general ABLE academic experience, 13--people to people skills, communication skills,10--speaking their language/jargon, 4--computer knowledge, 3--necessary training, 4--awareness of community as a whole, 1--understanding or special education, dyslexia, mental illness.

4--recruitment & retention, experience in industry, 6--understanding personal needs that may affect person's ability to learn, 3--more flexible, creative delivery than traditional teaching, 1--critical thinking, 1--demanding, 1--experience with non-readers, 3--know how to motivate, 2--be customer oriented, 1--SCANS curriculum

2 individuals attached job descriptions.

8. What professional development do you or your program personnel need in the area of workplace literacy?

Setting up Programs: 21--marketing to business/industry, 5--the basics: what workplace literacy is.....speakers from business and agencies, 9--developing curriculum and designing a program, 4--visiting workplace models, 7--how to do specific programs tailored to the individual, 6--how to relate/connect, 4--PR: how to give general information that ABLE is not just literacy GED, 4--negotiating a service contract.

Specifics: 7--anything that can be provided, this is new to our staff, 6--materials/ resources that are not just repackaged GED, 13--alternative assessment development, 3--time management, 3--how to prepare future workers for the workplace & how to keep a job, 3--how to incorporate workplace skills w/ GED preparation, 3--advanced computer basics, 3--have successful programs share info., 3--need to have more human resource development rather that ABLE teacher/ learner, 2--vocab. resources, 2--problem-solving, 2--WorkKeys.

1 each of the following: teamwork, anger management, use of equipment on job, current labor market trends, how to teach English literacy to people who are illiterate in their native language, hire new staff, how to teach reading, office and technology skills,

4--none at this time, 2--we will not be doing this in near future (tried and had conflicts with company).

Workplace Education
Indicators Project
State Survey Results
April 1998

States Responding:

Kentucky, North Carolina (2), West Virginia, Virginia (2), Louisiana, Vermont, California, New York, Iowa, Rhode Island (2), Massachusetts, Washington, and Indiana

The Rationale:

The Northwest ABLE Resource Center, funded by the Ohio Department of Education, has been assigned a project designed to clarify the role of workplace education within adult basic education programs. A Workplace Board has been established to gather information and make recommendations to the Ohio Department of Education, Adult Basic and Literacy Education Division. One of the components of the project is to research what other states are doing in relation to Workplace Education, the Indicators of Program Quality, and the assessment instruments being used specifically for the workplace.

The Question:

Would you please respond to the e-mail address below with your answers to the following questions?

1. Do you offer Workplace Education within an ABE program?
   13 yes 2 no 1 not yet
2. Have you developed specific Indicators of Program Quality for the workplace?
   4 yes 12 no
3. Have you developed specific measures and standards with the Indicators?
   4 yes 12 no
4. If you have specific workplace indicators, measures, and standards, would you share those with the Board?
   5 yes 1 no 10 NA

5. What assessment instruments do you use for workplace education? Are grade-level equivalent correlations available?

Assessment	Correlation
TABE, Workplace TABE, Customized (not for grade level; for competencies	
CASAS, TABE, TALS, AMES	
Job Specific—not for grade level—no correlations	
TABE	
Taskforce established to make recommendations on assessments	
Using EFF to establish Workplace Education broker skills	
Nonstandardized—focus on individual competencies	
CASAS—correlation not appropriate	
Performance-based authentic assessment	
CASAS	
Work-related TABE (trade technical form)	
TALS	
CASAS	
Portfolios, demonstrations, tests, self-assessments	
CASAS, TALS, customized	

6. Have you developed a set of instructor competencies and skills for those delivering workplace education?
   5 yes 10 no 1 working on

7. If you have developed instructor competencies and skills would you share those with the Board?
   5 yes __ no 11 NA

Thank you for your time and assistance with this project. A final report with recommendations will be prepared by August 1998. If you would like a copy of that report when it is available, please provide mailing information below.

Name:_____Title:_____
Address:_____
City:_____State:_____Zip:_____
Phone:_____Fax:_____E-mail_____

Please return to:

Northwest ABLE Resource Center
Owens Community College
P.O. Box 10000
Toledo, Ohio 43699-1947

FAX: 419-661-7662

E-mail:dninke@owens.cc.oh.us

Workplace Education Program Profile

The following ABLE Workplace Education Program Profile characteristics are meant to assist local ABLE programs in the self-assessment of their current capacity to offer Workplace Education services in their communities.

While these characteristics could be applied to all ABLE programs, they are targeted specifically at programs that are seeking to establish, maintain, or enhance collaborative partnerships with local business and industry workplace education programs.

These Workplace Education Program Profile characteristics should be considered in context, along with this manual's profiles for Directors/ Coordinators and Instructors. When all profiles are considered together, local ABLE programs can better determine the degree to which they are competitive in this service area.

The new federal legislation, the Workforce Investment Act of 1998, and specifically Title II of this Act, the Adult Education and Family Literacy Act of 1998, which governs ABLE, places increased emphasis on ABLE services being targeted to workforce development. The Workplace Education Program Profile, and the others, can help local ABLE programs better position themselves to become, or stay, competitive in meeting the Workplace Education needs of their community.

Workplace Education Program Profile

- Acts as broker of workplace education.
- Has support for the time and money investment required.
- Has a credible reputation/presence in the community.
- Has highly skilled, well-trained staff.
- Has a formalized system including:
  - Marketing component
  - Initial assessment/needs analysis/evaluation
  - Customization and coordination of educational offerings
  - Outcomes mutually agreed upon by collaborative partners
  - Reporting system agreeable to partners

Workplace Education Director/Coordinator Profile

The following ABLE Workplace Education Director/Coordinator Profile attributes and competencies are meant to assist local ABLE programs in assessing their current capacity to offer Workplace Education services.

While these attributes and competencies could be applied to all ABLE programs, these are targeted specifically at programs seeking to establish, maintain, or enhance collaborative partnerships with local business, industry, government, and/or labor.

These Workplace Education Director/Coordinator attributes and competencies should be considered in context along with the other profiles in this manual. When all of these profiles are considered together, local ABLE programs can better determine the degree to which they are competitive in this service area.

Title II of the Workforce Investment Act of 1998 (the Adult Education and Family Literacy Act of 1998) governs ABLE and places increased emphasis on ABLE services focusing on workforce development. The Workplace Education Director/Coordinator Profile, and others, can help local ABLE programs to better position themselves to become, or stay, competitive in meeting the Workplace Education needs of their community.

Workplace Education Director/Coordinator Profile

General ABLE Attribute

- **Motivation and Initiative**

General ABLE Competencies

- **Administration**
  1. Time management and prioritization
  2. Goal and standards setting
  3. Work planning and scheduling
- **Supervision**
  1. Training, coaching, and delegating
  2. Appraising people and performance
  3. Disciplining and counseling
- **Communication**
  1. Listening and organizing information
  2. Giving clear information
  3. Getting unbiased information
- **Cognition**
  1. Identifying and solving problems
  2. Making decisions and weighing risks
  3. Thinking clearly, analytically, and systemically

Workplace Competencies

- Broker between education and partners.
- Politically aware—savvy.
- Credible within the community.
- Collaborative relationships developed and nurtured with partners.
- Awareness of the diversity of interpersonal styles.

Workplace Education Instructor Profile

The following ABLE Workplace Education Instructor Profile attributes and competencies are meant to assist local ABLE programs in assessing their capacity to offer Workplace Education services.

A critical component of any Workplace Education program is its instructors. The best curriculum is only as good as the instructor who delivers it. The attributes and competencies listed apply to all ABLE programs with specific Workplace attributes and competencies listed which can be used as a selection tool in assigning workplace education positions. To assist in developing these attributes and competencies, pre-service and on-going support may be necessary. This support is best provided by the local programs, the Resource Center, and other professional development activities.

These Workplace Education Instructor attributes and competencies should be considered in context along with the other profiles in this manual. When all of these profiles are considered together, local ABLE programs can better determine the degree to which they are competitive in this service area.

Title II of the Workforce Investment Act of 1998 (the Adult Education and Family Literacy Act of 1998) governs ABLE and places increased emphasis on ABLE services focusing on workforce development. The Workplace Education Instructor Profile, and others, can help local ABLE programs to better position themselves to become, or stay, competitive in meeting the Workplace Education needs of their community.

Workplace Education Instructor Profile

General ABLE Attributes

- Flexibility.
- Professional attitude.
- Motivation and Initiative.
- Commitment to life-long learning.
- Genuine sense of humor.
- Respect of individual needs and differences.

General ABLE Competencies

- Professional appearance.
- Interpersonal and communication skills.
- Time management and organization.
- Technological literacy.
- Understanding and application of adult learning theory (andragogy).

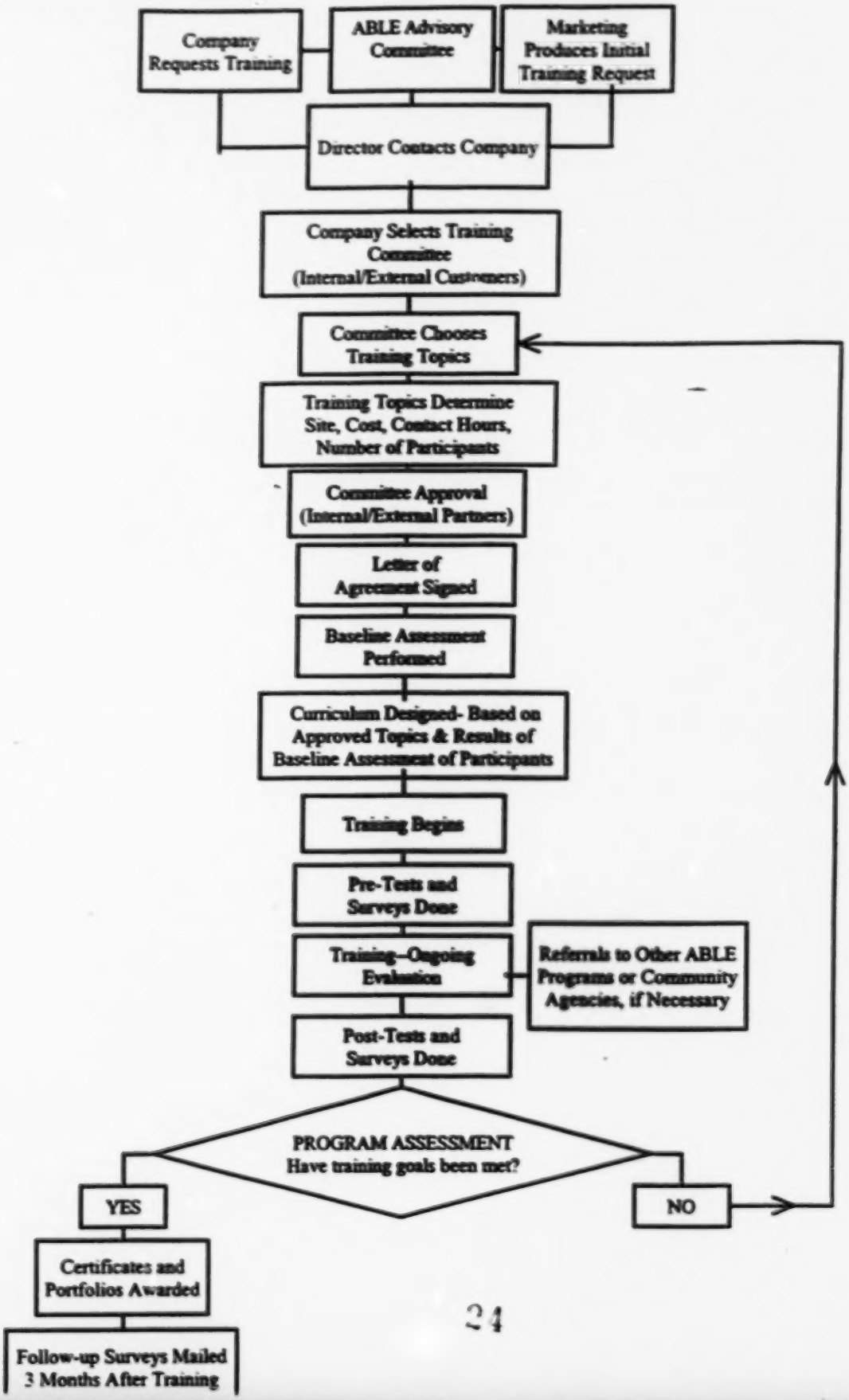
Workplace Attribute

- Fit into the workplace culture.

Workplace Competencies

- Understanding of workplace needs and operations.
- Ability to develop and implement specific curriculum to meet employer/employee needs.

ABLE Workplace Education Training Model


Company Requests Training
ABLE Advisory Committee
Marketing Produces Initial Training Request
Director Contacts Company
Company Selects Training Committee (Internal/External Customers)
Committee Chooses Training Topics
Training Topics Determine Site, Cost, Contact Hours, Number of Participants
Committee Approval (Internal/External Partners)
Letter of Agreement Signed
Baseline Assessment Performed
Curriculum Designed- Based on Approved Topics & Results of Baseline Assessment of Participants
Training Begins
Pre-Tests and Surveys Done
Training--Ongoing Evaluation
Referrals to Other ABLE Programs or Community Agencies, if Necessary
Post-Tests and Surveys Done
PROGRAM ASSESSMENT
Have training goals been met?
YES
NO
Certificates and Portfolios Awarded
Follow-up Surveys Mailed 3 Months After Training

Workplace Education Indicators Project
Assessment Grid

						Scoring								Administer			Consume		Cost		Measure					
Assessments	Functional Level	Grade Equivalent	Pre/Post Tests	Multi-Level	Test time survey/complete	Paper/pencil	Handscored	Electronic	Send to score	Adult appropriate	Standardized	Norm-referenced	Criterion-referenced	Certified tester	Standard Introduction	Computerized	Test	Answer sheet	Test	Answer sheet	Basic Skills	Interest	Aptitude	Mechanical	Abilities	Problem Solving
AMES	y	y	y	y	c 2hr	y	y	y	y	y	y	y	n	n	y	y	n	y	$24/10	$32/50	y	n	n	n	n	n
Bennett	n	n	y	n	30m	y	y	y	n	y	y	y	n	n	y	n	n	y	$126/25	$67/50	n	n	n	y	n	n
CAPS	y	n	n	n	50m	y	y	y	n	y	y	y	n	n	y	n	y		$73.50/25		y	n	n	y	y	y
COMPASS	y	n	n	n	70m	y	n	y	n	y	n	n	y	n	n	y	n	n	$3,395		y	n	y	n	y	n
DAT	n	n	n	n	2hr 20m	y	y	y	y	y	y	n	y	n	y	n	n	y	$62/25	$32/50	y	n	y	y	n	n
IRT	y	n	n	n	40m	y	y	y	n	y		y	n	n	y	n	n	y	$64/25	$44/25	y	n	n	n	y	n
PII	y	n	y	n	25m	y	y	n	n	y				n	y	n	y	-	$60/25		y	n	y	n	y	n
SAGE	y	n	n	n	4-5hr	y	y	y	n	y	n	y	n	n	y	y	y	y	$7,995		y	y	y	n	y	y
SRA/Mech.	y	n	y	n	40m	y	y	n	n	y	y	n	y	n	y	n	y	-	$77/25		n	n	y	y	y	n
TABE	y	y	y	y	s 2hr c 4 1/2	y	y	y	n	y	y	y	n	n	y	y	n	y	$64.75/25	$23/25	y	n	n	n	n	n
TABE Work F	y	y	y	n	c 2hr	y	y	y	n	y	y	y	n	n	y	y	n	y	$68.70/25	$24/25	y	n	n	n	n	n
TABE Work P	y	y	y	n	c 1hr	y	y	y	n	y	y	y	n	n	y	n	n	y	$41/25	$10.40/25	n	n	n	n	n	y
Wonderlic B	y	y	n	n	20m each	y	y	y	n	y	y	y	n	n	y	n	y	y	$97.50/25	same	y	y	y	y	n	n
Wonderlic P	y	n	n	n	12m each	y	y	y	n	y	y	y	n	n	n	n	y	y	$262.50/100	same	n	n	n	n	y	n
WRAT	n	y	y	y	15-30m	y	y	y	n	y	y	y	n	n	y	n	y	y	$26/25	same	y	n	n	n	n	n

ASSESSMENT PUBLISHING COMPANIES

AMES-Adult Measure of Essential Skills--Developed for Steck-Vaughn by The Riverside Publishing Company, Publisher of the Iowa Tests of Basic Skills

Bennett-Bennett Mechanical Comprehension Test--The Psychological Corporation

COPS System-Career Occupational Preference System--EdITS
CAPS-Career Ability Placement Survey
COPES-Career Orientation Placement and Evaluation Survey

COMPASS-Computerized Assessment

DAT-Differential Aptitude Tests--The Psychological Corporation

IRT-Industrial Reading Test

PTI-Personnel Tests for Industry

SAGE-System for Assessment and Group Evaluation--Train-Ease Corporation

SRA/Mech.-Science Research Associates--Mechanical Concepts

TABE-Tests of Adult Basic Education--CTB McGraw Hill
TABE Work F-Work-Related Foundation Skills
TABE Work P-Work-Related Problem Solving

Wonderlic B-Wonderlic Basic Skills Test--Wonderlic
Wonderlic P-Wonderlic Personnel Test

WRAT-Wide Range Achievement Test--Jastak Associates, Inc.

INDICATOR	MEASURES	STANDARDS DRAFT Document
1.1 Learners demonstrate progress toward attainment of basic skills and competencies that support their educational **and/or employment** goals.	Learners' performance on standardized and/or competency assessment instruments or alternative assessments such as teacher and learner reports of achievement, student surveys, student journals, and student performance.	At least 70% of all students show progress in basic skills and competencies on one or more of the following: 1. standardized tests 2. competency assessment 3. student surveys 4. student journals 5. student performance 6. teacher, learner, **and/or employment** reports of achievement
1.2 Learners acquire life-skills competencies and demonstrate enhancement of personal and social development.	Learners' performance as measured by life-skills competency checklist, life-skills activities, and/or documentation of improvement of personal and social skills ~~and attitudes~~.	At least 70% of all students show progress in life skills and personal and social development based on **one or more of the following**: 1. life-skills competency checklist 2. life-skills activities 3. documentation of personal and social skills
1.3 Learners advance in the instructional program or complete educational requirements that allow them to continue their education or training.	Number and/or percent of learners who advance to higher level skills and competencies in the adult education program.	Average range of 18-28% rate for student advancement (skill level or competency) or average range of 10-20% of candidates enrolled in GED classes receive GED or Adult High School Diploma. **Workplace: Standards to measure this Indicator may be jointly determined by the employer and the education provider.**

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INDICATOR	MEASURES	STANDARDS DRAFT Document
2.0 Program is housed in a physical environment that is safe, accessible, appropriate for adults, and conducive to teaching adults.	Students, teachers, and administrators feel classrooms are lit so that learners can read comfortably.	Meets individual student's needs.
	Students, teachers, and administrators feel that buildings are readily identifiable as instructional sites and posted directions to classrooms are present.	1. Clear verbal and written directions to the building are available. 2. Interior sign at the entrance identifies the room number. 3. Signage must be visible. 4. The room itself is identified by signs.
	Facility and grounds are clean and well maintained, secure, and free from hazards. Facility is in compliance with fire and safety laws and regulations for facilities' normal use.	Students and staff evaluate this measure with a checklist.
	Facility is accessible to learners and (1) on a bus line, if available, (2) accessible to persons with disabilities, (3) has adequate parking, (4) is in an area where the target audience lives/works.	1. On a bus line, if available. 2. Accessible to persons with disabilities. 3. Has adequate parking. 4. Is in an area where the target audience lives/works.
	The facility maintains temperature and noise levels which are conducive to teaching and learning.	Students and staff evaluate this measure with ~~a checklist.~~ **written documentation.**

INDICATOR	MEASURES	STANDARDS DRAFT Document
3.0 Program planning is a planning process that is ongoing and participatory; guided by evaluation; and based on a written plan that considers community demographics, needs, resources, and economic and technological trends and is implemented.	Use of data reflecting community needs and **the workplace.**	**Interpretation of appropriate data such as census, poverty levels, education levels, high school graduations and dropout rates, and labor market information.** ~~1. Presence of census data.~~ ~~2. Presence of data on poverty levels.~~ ~~3. Presence of data on education levels and dropout rates.~~
	Community **partners, which may include, but not be limited to, community colleges, adult vocational education, One-stops, JTPA, OBES, CDHS, Chambers of Commerce, Regional Economic Development Boards, and/or Community Action Agencies, Salvation Army, and community mental health agencies, have** ~~has~~ input into the planning process to ensure program is aligned with the objectives of the partners.	1. Community environmental scan/needs assessment completed every two years. 2. Advisory committee meets formally for planning at least two times a year and meetings and minutes are taken. 3. Monthly staff planning meetings and minutes are taken.
	Existence of a plan that specifies program goals and objectives and is regularly reviewed and revised.	Completed annually or bi-annually.

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INDICATOR	MEASURES	STANDARDS DRAFT Document
3.0 (continued) Program planning is a planning process that is ongoing and participatory; guided by evaluation; and based on a written plan that considers community demographics, needs, resources, and economic and technological trends and is implemented.	*Indicator 3.0 (continued)* Existence of a plan that provides services matched to community needs.	*Indicator 3.0 (continued)* 1. 100% of sites serving at least 80% of students most in need. 2. 100% of sites teaching basic skills in response to documented community needs. 3. 100% of sites teaching basic skills in response to participants' goals.
	Level of congruence between planned activities and actual activities.	75% congruence between stated goals and objectives and reported outcomes.
	Existence of local program evaluation component and evidence that results affect the plan.	~~Availability of local formative and summative evaluation data such as effectiveness of recruitment activities and effectiveness of instructional approaches~~. 1. Written response to on-site reviews and other performance reports. 2. Written annual plan that considers findings from local evaluation.

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INDICATOR	MEASURES	STANDARDS DRAFT Document
Workplace **3.1 Workplace education program planning is ongoing and participatory and is a collaborative effort of all partners including, but not limited to, business, industry, government, and/or labor..**	**Aligned with the objectives of the partner(s).** **Reflect s the requirements of the workplace..**	**Partners will mutually agree upon standards to meet this indicator.** **1. Application of local comprehensive evaluation data to assess the degree to which the program achieves the Indicators of Program Quality** **2. Written response to on-site reviews and other performance reports.** **3. Written annual plan that considers findings from local evaluation.**

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INDICATOR	MEASURES	STANDARDS DRAFT Document
4.0 Program has curriculum and instruction geared to individual learning styles and needs.	Use of student assessment information to guide the instructional progress.	Instructional materials chosen correlate with skills levels as determined by appropriate assessment instruments.
	Existence of student long- and short-term goals linked to decisions regarding instructional materials, approaches, and strategies.	1. student-teacher conferences 2. anecdotal records 3. student information forms 4. teacher logs
	Instructional content addresses educational **and/or employment** needs and goals of individual students.	Instructional materials chosen are consistent with ~~student~~ goals and skill levels as indicated by assessment and documentation of student **and/or employer** goals.
	Variety of instructional strategies used and flexibility with which they are used, based on individual learning styles and needs.	Instructional strategies chosen are consistent with learning styles and needs as indicated by teacher-student conferences, anecdotal records based on observation, and/or assessment.

INDICATOR	MEASURES	STANDARDS DRAFT Document
5.0 Program has an ongoing professional development process that considers the specific needs of its staff and volunteers, offers training in the skills necessary to provide quality instruction, and includes opportunities for systematic follow-up.	Individual program staff needs assessment is conducted annually.	Have on file documentation of staff responses.
	All new and current staff will participate in a minimum of two local, consortia, regional, or state staff development activities annually.	Have on file documentation of attendance and agenda.
	Training will be provided for all new instructional staff members during their first year with the program.	Have on file documentation of participation in new teacher training such as (1) video presentations, (2) peer assistance, (3) mentor-shadowing, (4) follow-up by regional resource center staff, (5) combination of above.
	A plan for staff evaluation must be implemented by every program.	1. Formal written instrument to be used. 2. Evidence of collaboration between the evaluator and the evaluatee (e.g. signatures of both)

INDICATOR	MEASURES	STANDARDS DRAFT Document
6.0 Program identifies learners' need for support services and makes services available to students directly or through referral to other educational and service agencies with which the program coordinates.	Presence of agreements or linkages between the program and other **community** ~~educational and social service~~ providers.	1. Linkages exist with community support agencies such as community service providers, business and industry, governmen5 agencies, and other educational providers. 2. A listing of community services **and/or workplace support services** is available to staff and students.
	Presence of a process for identifying student support service needs.	A mechanism is in place for referral and follow-up **when appropriate.**
	Student referrals to appropriate agencies for support services.	Documentation of referrals will be evident by both number and type.

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INDICATOR	MEASURES	STANDARDS DRAFT Document
7.0 Program successfully recruits from the population in the community identified in the Adult Education Act as needing literacy services.	Percentage of target population enrolled compared with the demographics of the service area. Percentage of target population enrolled compared with the state demographics. Percentage of target population enrolled compared with the state average.	1. No less than 80% of the learners enrolled shall be level I and II. 2. No less than 2% of the total target population in the service area shall be enrolled. No less than 2% of the target population in the state shall be enrolled.
8.0 Learners participate in the program until learner-centered **and/or employer identified** goals are met.	Percent of learners who meet their learner-centered **and/or employer identified** goals.	Percent of learners who meet their learner-centered **and/or employer identified** goal(s) shall be no less than 70%.

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Ohio Department of Education
Adult Basic and Literacy Education
Workplace Site Review Survey

Program: _____

Site: _____

Please indicate the days each week the site is open: M T W R F S Su **(Circle all that apply.)**

Indicate the following: Start date: _____ End date: _____ Is ongoing? **Y** **N**

Please indicate the total hours in a week the program is open: _____

# of students registered _____ # of students enrolled _____ Average daily attendance _____

Please list the names of the teachers, volunteers, and aides and their class locations at this site. (An additional page is attached if you need it.)

Teacher/volunteers/aides	Class location

Worksheet for Consultant's Observations		
Observation		**Comments**
1.1 Learner Achievement		
1	Are goals and projected results for the company clearly stated? **Yes** ☐ **No** ☐ **NA** ☐	
2	Are goals and projected results for the participating employees clearly stated? **Yes** ☐ **No** ☐ **NA** ☐	
3	Are the services offered for the purpose of improving the productivity of the workplace through the improvement of skills? **Yes** ☐ **No** ☐ **NA** ☐	
2.0 Physical Environment		
1	Is the environment of the site appropriate for adult learners? **Yes** ☐ **No** ☐ **NA** ☐	
3.0 Program Planning		
1	Does the program have active support of top-level management and/or union? **Yes** ☐ **No** ☐ **NA** ☐	
2	Does the program have an active workplace education advisory team? **Yes** ☐ **No** ☐ **NA** ☐	

Worksheet for Consultant's Observations		
Observation		**Comments**
3	Who participates in the planning of the program? **Listed in next column** ☐ **NA** ☐	*Management, HRD, supervisors, workers, union officials, other*
4	Who participates in the on-going operation of the program? **Listed in next column** ☐ **NA** ☐	*Management, HRD, supervisors, workers, union officials, other*
5	Are program objectives achievable? **Yes** ☐ **No** ☐ **NA** ☐	
6	Are program objectives consistent with overall company objectives? **Yes** ☐ **No** ☐ **NA** ☐	
7	Are program objectives tied to practical business outcomes? **Yes** ☐ **No** ☐ **NA** ☐	
8	Are evaluation data used to improve program effectiveness? **Yes** ☐ **No** ☐ **NA** ☐	
4.0 Curriculum and Instruction		
1	Does training program encompass basic and higher-order skills needed to meet company goals and customer needs? **Yes** ☐ **No** ☐ **NA** ☐	*solve problems, make decisions related to products and processes affecting emplyees' work*

Worksheet for Consultant's Observations		
Observation		**Comments**
2	Does training program encompass basic and higher-order skills needed to carry out company work processes and job tasks? Yes ☐ No ☐ NA ☐	*work in teams, make decisions related to products and processes affecting employees' work*
3	Are programs developed with input from management, supervisors, and employees? Yes ☐ No ☐ NA ☐	
4	Are programs maintained with input from management, supervisors, and employees? Yes ☐ No ☐ NA ☐	
5	Are assessments valid for training purposes and reliable indicators of the skills required in the workplace? Yes ☐ No ☐ NA ☐	
6	Are expected performance outcomes and assessment methods clearly communicated to participants? Yes ☐ No ☐ NA ☐	
7	Are participants provided regular, ongoing feedback concerning their progress? Yes ☐ No ☐ NA ☐	
8	Are participants' needs, interests, and abilities assessed prior to training? Yes ☐ No ☐ NA ☐	

Worksheet for Consultant's Observations		
Observation		**Comments**
9	Are participants assessed during training so that needed changes can be made in their training plan? Yes ☐ No ☐ NA ☐	
10	Are participants assessed at the completion of training to ascertain learning gains and overall program performance? Yes ☐ No ☐ NA ☐	
5.0 Professional Development		
1	Do instructors know the basic skills needed to perform job tasks in the specific department or division for which the personnel will be trained? Yes ☐ No ☐ NA ☐	
8.0 Retention		
1	Is there a positive employer/employee relationship that enhances employee motivation? Yes ☐ No ☐ NA ☐	
2	Do the participating employees meet their goals? Yes ☐ No ☐ NA ☐	*job advancement, obtained new skills, promotion*
3	Is the employee compensated in any way? Yes ☐ No ☐ NA ☐	*training on company time, monetary compensation, combination of company and employee time*

Field notes and/or observations:

Regional Consultant

Date